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Report of the

Special Committee Appointed by the  
President of Middlebury College Following  
The Death of Dr. Martin Luther King, Jr.

January, 1969

Middlebury College  
Middlebury, Vermont  
January 29, 1969

Dear President Armstrong:

The attached report is forwarded to you as the results of our deliberations. The report attempts to assess the College's accomplishments and possibilities for future accomplishment and makes certain recommendations about future policy for meeting our responsibilities in the national crisis of racial tension, poverty and urban decay. We request that you bring this report to the attention of the Board of Trustees, the Faculty and the Student Senate whose action will be necessary if the recommendations are to be effected.

Within reason, the Committee urges that the following timetable be established for accomplishing its recommendations.

- Expansion of Recruitment of Disadvantaged Students - Immediately
- Expansion of Financial Aid Funds for Disadvantaged - For the Class of 1973
- Funding for the Y.O.U. Program - By the Spring Meeting of the Board of Trustees
- Appointment of Director of Programs for the Disadvantaged - Before the Beginning of the Academic Year 1969-70
- Implementation of Curricular Reforms - Fall Term, 1969
- Implementation of Special Program and Recommendations on Policy - As Soon As Possible, No Later Than Fall, 1970
- Establishment of Summer Remedial Program - Summer, 1970
- ABC Affiliation - Summer, 1970

The Committee requests an opportunity to discuss the contents of this report with you directly at an early date, and we stand ready to act as advocates for these recommendations in any manner which may prove useful.

Respectfully submitted,

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Frederick Brown  
Cheryl Browne  
Deborah Burgstaller  
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Dennis O'Brien, Chairman

## I. THE NATURE OF THE COMMITTEE

A. Occasion of the Committee: It is a measure of our times that a burst of gunfire from a shabby rooming house in Memphis, Tennessee, should be the occasion for establishing a special committee in a college in Middlebury, Vermont. A black man is shot - but this has happened before and often and for uncounted years, the anonymous victims of anonymous night riders and faceless mobs. The murder of black men has not been registered in the general public conscience of America. If today, America has even a dim recognition of names like Emmett Till, Medgar Evers, or James Chaney, it is because the black man gunned down on that motel balcony in Tennessee had become in his lifetime "a moment in the conscience of mankind."

Martin Luther King was criticized by white liberals as "impractical;" by black militants he was sometimes dismissed as "de Lawd." His Chicago campaign had accomplished little; the garbage worker's strike, which brought him to Memphis, dragged on without any seeming progress; the projected Poor People's March was calculated by many to be an exercise in futility. Measured in immediate political terms, his was a life and career of small gains. Other more militant, more practical, more ruthless men may accomplish the elimination of poverty and racism; but if they do, it may be said that it was because Martin Luther King once and for all and irreversibly gave voice both to the sufferings of black men and the conscience of America. Black suffering has been the burden of centuries, and the American conscience is not without the materials of redemption; but out of the murmuring sound of the oppressed and the inchoate striving for justice, Martin Luther King shaped a life and created the words which have permanently shaped our understanding.

If the life and death of Dr. King was at least emblematic of the emergence of black suffering into the American conscience, the fact that Middlebury College felt the need to respond to that life and death measures the relation between the College and the Nation in which it finds its being. The College has a universalist cast, a cosmopolitan turn of mind that allows Russian physicists and Americans to speak a common language and pursue common goals. There is always a temptation to repair to the heights above the sordid traffic of national and parochial concerns. Scientists who turn their talents to weaponry or sociologists who examine the structures of "enemy" countries have been denounced for violating the integrity of the academic community. Perhaps there is something improper in these activities, but we cannot believe that the impropriety lies in the utilization of intellectual skills for national ends. If that were so, then the social scientist researching the power structure of the ghetto, or the biologist seeking ways to combat pollution should also be condemned for failing to maintain academic chastity. It has been the special genius of American education to create new forms to meet the needs of the nation - the technical school, the agricultural college, the whole land-grant program for institutions of higher learning have been innovative responses to the needs of the society. Eliot of Harvard noted

in his inaugural address, "The university must accommodate itself promptly to significant changes in the character of the people for whom it exists," and the title of Woodrow Wilson's inaugural address was "Princeton for the Nation's Service."

In his charge to the Committee, President Armstrong clearly stated the principle involved:

At the Memorial Service for Dr. Martin Luther King, Jr., on 8 April 1968, I announced my intention to appoint a Special Committee to make recommendations to the President on the role of Middlebury College in the national effort (1) to seek remedies for the grievous problems in our society of the urban ghetto, poverty and racist discrimination, and (2) to support and strengthen the pre-eminence of nonviolence as the most moral and a practical means to the desired ends.

It seems to me that we have come upon a period of basic national stress. Affirmative and constructive response should come from every responsible quarter. I believe that the College should remain nonpartisan on issues which are not educational, but I also believe the College should encourage informed and positive citizenship. The College itself does stand for honesty, equity and justice; it nurtures compassion, understanding and an open mind. Hence, the responsibility of the College is clear. It must do what is appropriate for it to do in facing this period of stress.

The Committee agrees with this assessment; it judges that we are now in a period of national crisis and that it is wholly fitting that the College as an institution respond to the national need. In its response we feel that the College must keep in mind certain general considerations. First, a College can respond most effectively as a college. The College is also, of course, employer, investor, real estate owner, political voice and so forth. In all of these secondary areas the College should advance policies and pursue practices informed by a sensitive public conscience. Discriminatory hiring practices would be abhorrent, investments may be utilized where possible in the public interest, but fundamentally, if Middlebury is to make a contribution to the national crisis, it must do so through its special status as an institution of higher learning. It would be subtly subversive to devote such attention to the College's secondary aspects that its primary function as an educational institution was diminished.

Second, while we believe firmly that the College must be "in the Nation's service," we also believe that the College must in the long run determine for itself how best to act in the nation's service. We know of no simple and direct method of making such determinations. There is no person or committee to speak ex cathedra on such matters, yet determinations have been made in the past and will be made again. The College is under no obligation as a responsible community to accept at face value formulations and solutions for national need, whether they come with the trappings of outside governmental authority or the stridency of militants within. Again, the College must act as a college; it cannot respond to social needs in a manner which would subvert its own essential function.

Third, because the Committee judges that we are in a period of basic national stress, we are calling for measures which, in more tranquil times, would seem unwarranted. If black students had the same kind of educational background as the typical Middlebury applicant, we would not necessarily advocate a broadening of admission's standards. There are great risks for the individual brought to Middlebury with College Board scores 300 to 400 points below some of their potential classmates and competitors. The risks are justified because of the severity of the problem faced by disadvantaged students and the nation. We ask the faculty to consider programs of compensatory education and waiver of certain standard rules. Again, in a world where inequality was not so striking, these measures might be judged inappropriate, if not unfair.

B. Membership of the Committee: The membership of the Committee was appointed by President Armstrong. It included not only a combination of faculty, administration and students, but persons chosen to represent certain special points of view. Two black students were included, the chaplain, representatives from Admissions and members of the College staff with ties both to the community of Middlebury and the salaried employees of the College. The Vice President of the College for Development was included because of the considerable financial undertaking of even the most modest programs. The guiding concept was that the problem was one which involved the total community, not merely the strictly academic segment.

C. Procedures of the Committee: The Committee met throughout the Spring and Fall terms of 1968 on a weekly basis. During the Spring, much of the time was consumed in discussing the student-initiated Y.O.U. program. The Committee recommended at that time to the Trustees of the College that \$2,500 be offered to the Y.O.U. program on a matching grant basis. The Committee is grateful to the Trustees for accepting our recommendation and most heartened by the fact that the Y.O.U. program was able to match the College contribution almost two to one.

In the Fall, the Committee split into subcommittees dealing with Admissions, Curriculum and Special Programs. Out of the reports of the subcommittees, a final outline of proposals was shaped by the Committee as a whole. In the course of our discussions, we were fortunate to be able to consult at various times with the following persons: Tom Mikula, Director of the Dartmouth ABC Program; Roland Patzer, Dean of Student Personnel Services at the University of Vermont and chairman of a committee parallel in concept to our own; John Bloch from the Champlain Valley of the Office of Economic Opportunity; and Robert S. Babcock, Provost of the Vermont State Colleges. In addition, Miss Hall met with representatives of various organizations interested in placing disadvantaged students in college - ASPIRA and NSSFNS, among others. Dean O'Brien and Mr. Brooker met with representatives of Williams, Amherst, Lawrence University and Dartmouth in New York to discuss programs and mutual cooperation in this area; Mr. Dale DeLetis was invited in December to attend all meetings of the Committee as a representative of the Y.O.U. group; and various conferences have been held with Y.O.U. members to discuss mutual concerns.

D. General Conclusions: Before proceeding to the particular assessments and recommendations of the Committee, three general comments are in order.

First, the recommendations offered are in part arbitrary. There was no lack of interesting and promising ideas, but it was obvious that not all could be realized; and we have tried to construct a program of recommendations which seemed well suited to Middlebury and offered some possibility for actually being accomplished.

Second, much of the language of this report is directed at the problems of black students. This is inevitable because the racial problem is the point of major national stress. We do not mean to imply, however, that other disadvantaged communities are outside the intent of the programs proposed. Puerto Ricans, American Indians, Mexican Americans and the rural poor of Vermont are as disadvantaged in many ways as the black slum dweller. We hope that where possible these groups will find a place in the College program.

Third, almost all the recommendations in this report rest on a single recommendation: the appointment of a person to a high staff position in the College who will have direct and continuing responsibility for all phases of the College's program for the disadvantaged. We believe that the College should begin an intensive search to locate the proper person. Only with adequate staffing will these programs become more than good ideas generated out of the shock of Dr. King's death and become living, continuing realities.

## II. ASSESSMENTS AND RECOMMENDATIONS

A. Admissions: Middlebury has made a conscious effort in the last four years to recruit from black and other disadvantaged communities. Through the assistance of such plans as ABC and the Middlebury alumni group called "Sponsors for Educational Opportunity" as well as our own students' efforts, we have seen a notable increase in enrollment from the occasional black student of former years to approximately thirty-five currently enrolled along with some Puerto Rican students and others from economically deprived backgrounds. While this is an increase, it is still only a small minority in a college of 1,550 students.

The barriers to further expansion are real. First, there is financial need. Significant recruiting of students from disadvantaged backgrounds means recruiting students who need almost complete financial support. Figuring an estimated College budget at approximately \$3,900, this means an expenditure over four years of \$15,600 for each student graduated. Nor can all money be directed solely to the disadvantaged. Given the high cost of college education, a significant amount of financial aid money must be directed to the promising scientist or talented painter from a middle income or lower middle income family who requires partial financial support to meet costs. Middlebury is not a heavily endowed college. Because of limited endowed income for scholarship, financial aid costs must compete with other College priorities such as salaries, equipment costs and so on.

Second, and more difficult than the financial problem, is the question of who is "qualified" for admission. The pool of black twelfth graders who are "qualified," even under a fairly liberal reading of normal admission's standards at the selective colleges and universities is extremely small. While the mean Board score for entering students at Middlebury in the class of 1972 was 650, the Educational Testing Service has noted that only 2% of black twelfth graders are able to score above 500 and only 10% to 15% above 400. Thus, Middlebury has been in intense competition with the Ivy universities and other high-quality, liberal arts colleges for a very limited pool of applicants.

In making recommendations, therefore, in the area of admissions, the Committee has had to make these recommendations contingent on the availability of adequate funding for disadvantaged students and the existence of appropriate special programs within the College curriculum to compensate for inadequacies in educational background. We cannot say that the College should admit x number of disadvantaged or y% of every entering class. We do feel, though, that the nature of the problem is such that a much higher and more immediate priority should be given to the admission of disadvantaged students and that the force of this priority should be felt both in the allocation of available funds and in the development program of the College. Nothing less than the most scrupulous examination of current expenditures in the light of this critical need should be expected.

### Recommendations

- (1) Strengthen and broaden contacts with existing pre-college programs which may act as sources of applicants to Middlebury.

This process has already begun through the work of Miss Frances Hall in the Admissions Office. The College has broadened its visiting program to include more center city schools. This is a program which must be pursued, probably under the auspices of the Director of Programs for Special Students, and additional funds which may be necessary for expanded contacts should be a part of his budget or the Admissions Office.

- (2) Utilize language school alumni as admissions contacts.

Middlebury has a considerable resource in the language school graduates, many of whom teach in secondary schools throughout the country. The Committee recommends that Admissions undertake a program with the cooperation of the Director of the Schools to make our language school alumni aware of the opportunities available at Middlebury for disadvantaged students.

- (3) Establishment of school visiting committees drawn from current students who were recruited from disadvantaged backgrounds.

A group of black students has already been engaged in setting up such a program. On the recommendation of the Committee, a supplementary budget of \$1,000 has been allocated to the Admissions Office for travel expenses incurred in this program. Again, any such program should be under continual direction by a permanent member of the College staff charged especially with recruiting disadvantaged students.

- (4) Establishment of a fund for students wishing to visit Middlebury.

Obviously, students from economically disadvantaged circumstances find it difficult to make the customary "campus tour." We recommend that as part of the follow-up procedure in recruiting disadvantaged students, funds be made available to cover travel expenses incurred either by the applicants or students who might volunteer to provide transportation. This fund, the Committee feels, might well be the responsibility of the student body to collect either through the Community Chest or special fund raising.



- (5) Gradual expansion of the pool of prospective applicants to include more "risk" admissions.

Given the magnitude of the problem of mis-education among the minority populations and the exceedingly limited pool of "qualified" applicants, the Committee recommends that the College move to expand the number of risk admissions. Obviously, the Admissions Office should seek to apply whatever reasonable criteria may be available or can be developed to indicate which applicants can best overcome the limitations of their educational preparation. The magnitude and the rate of expansion of this program of risk admissions should be a function of the success of the applicants in finding a productive role at Middlebury and of any compensatory programs established along the lines suggested below.

- (6) Establishment of appropriate bridge programs to compensate for adjustment to normal college curriculum.

There are a number of programs in existence which already attempt to provide compensatory education for the college-bound applicant. The Yale post-graduate year has already sent at least one student to Middlebury. Summer remedial programs have been established at other colleges. We recommend below consideration of the foundation of a post-high school academy under the sponsorship of the Vermont Higher Education Council. In addition to the utilization of such programs, the Committee recommends that the College actively explore the following possibilities:

- (a) A summer remedial program: the establishment of a special summer program at Middlebury which would permit certain students to come to Middlebury for special pre-college programs in the summer immediately prior to their freshman year. Such a program might be independent of or incorporated with a full-scale ABC program such as described below.
- (b) Compensatory program during freshman year: The Committee feels that a summer remedial program and even a post-high school year may not be sufficient in many cases to overcome patterns of inadequate pre-college training.

We recommend the establishment of a Special Program under the guidance of a permanent director. Students may be recommended for the program prior to admission or placed into the program on the recommendation of the Deans or advisers subsequent to matriculation during their freshman year. While enrolled in the special program, students will take special work probably in the areas of verbal skills and mathematics. They may carry a reduced course load as low as two regular courses per term. It is hoped that an appropriate compensatory skills program can be constructed for which one course unit can be granted. With appropriate permanent personnel and volunteer staff, it is hoped that diagnostic and remedial measures can be taken which will allow the student to continue in his upperclass years within the regular curriculum.

In addition to the program, we also recommend the following alterations in College policy:

- (i) that students who lose course units because of enrollment in the Special Program shall be allowed to make up these course units at Middlebury if they so desire. If it is possible at a later date to carry an extra course, this should be permitted and financial aid should be made available to cover the cost. If additional terms are needed up to a full academic year, this should be allowed, and financial aid funds should be made available where necessary for the additional terms.
- (ii) that the language and/or the science requirement as currently conceived be either supplanted, reduced, or waived by appropriate analogous work as necessary. Such alterations of normal requirements will be made on the recommendation of the Director of the Program, the Deans and the student's faculty advisers.

We conceive the remedial program in verbal skills as roughly analogous to teaching ordinary students beginning German. Most middle class students with 650 SAT-V scores would count as educationally disadvantaged in a foreign tongue, and we note that

some schools in the South have actually begun to teach black children English as a foreign language. Thus, we think it appropriate to give course unit credit for the remedial program and to allow it as a substitute for the language requirement.

Students with severe disabilities in mathematical skills or particular problems in abstract conceptualization may find the science requirement as currently conceived insurmountable. We recommend that they attempt at least one semester of science and that consideration be given to waiving or altering the requirement on the basis of the experience during that term. If a special teaching program in science aimed at the particular problems faced by the students in this program can be constructed, we recommend that this be regarded as equivalent to the normal Group C course material.\*

\* This recommendation is made by majority vote of the Committee.

The Committee conceives that the Special Program is open to any student whose record either before College or during his first year shows clear inability to function at even a minimal level. It is not then restricted solely to blacks or economically disadvantaged. If personnel and programs are available to deal with the 700 Board score student who is failing out, then he, too, should be given the option of the Special Program. No student should be enrolled in the Special Program for more than a year except under unusual circumstances. If a student is enrolled in the special program, it should be made clear from the start that his position at the College will be reviewed formally at the end of the Program. In some cases, it may be necessary to recommend that the student not continue at Middlebury. If this is the case, the College should take direct responsibility to see that students, particularly those from disadvantaged backgrounds, are placed in academic programs or other situations appropriate to their talents and level of achievement.

The Committee conceives the program as experimental - and in this case it seems to us an experiment that can really be evaluated because of the specificity of the desired outcome. Such a program will require funding. There must be a Director for the program and such subsidiary personnel to help in the remedial program as are needed. Whether these remedial programs can be run by regular members of the College staff, faculty wives, people from the town or will require bringing in personnel from outside cannot be determined at this time. How much counselling assistance

will be needed and how much could be provided by local personnel or through cooperation with the University of Vermont also is unknown. We feel that there is a substantial role to be played by student volunteers. The Committee cannot see in detail how such a program should be constructed, but we feel that the basic concept is clear enough to make it worthy of experimentation. Out of the experience of the program, we would expect further recommendations.

B. Curriculum and the College: Social structures such as the College take on dominant cultural values almost unaware. These dominant values may be broadly shared and accepted, but in some cases they may run unknowingly over values held dear by minority groups. Black people have insisted recently that Black culture has been treated as invisible by the dominant culture makers of America - and colleges are included in this judgment. The Committee feels that there is considerable validity in this charge. Revisionist accounts of slavery and reconstruction have shown how simplistic was the standard academic assessment of these events in American history. Gunnar Myrdal was pointing to the position of the blacks in America as The American Dilemma over twenty years ago, but this prescient view received scant attention in the normal academic curriculum. How successful are academic institutions in examining their curricular offerings to determine whether creative minority cultures are significantly presented? To be sure, Black history receives small attention, but is there any course at Middlebury, or most colleges, which really gives adequate weight to the role of the Jews in European history? The problem raised by demands for a so-called "Black curriculum" is a fundamental challenge to the academic establishment to examine itself in a more fundamental manner than has been its custom. If curricular changes are made to accommodate Black material without this examination, then they may be little more than fads of the moment to be replaced when pressures change to courses on American Indians, the contribution of French-Canadians to Vermont and so on.

Because the curriculum is so dominantly White, the Committee recommends that departments - particularly History, Sociology-Anthropology, Political Science, Economics, American Literature, English and Religion - examine their course offerings in appropriate areas. We suggest that aspects of race, poverty, and the urban crisis be made specific and noted parts of extant courses and that new courses be introduced where necessary.

On the matter of personnel, the Committee endorses recommendations of the Black students presented to the College in May of last year. It is our hope that the Director of the Special Program will be a member of a minority group. While we recognize that only 1% of the Ph.D. candidates in the United States is black, we urge the College and the individual departments to exercise particular energy to seek out potential black faculty members. Finally, we agree

with the students that "a wider spectrum of American society should be represented on the Board of Trustees."

C. Special Programs:

(1) ABC Program: Summer, 1970. For several years, Dartmouth College has operated a program entitled ABC (A Better Chance) which provided a summer of remedial work for selected students from various minority groups - dominantly black, but with a significant group of Puerto Ricans, American Indians and whites from poverty circumstances. The young people in the program came after 10th grade to Dartmouth and after the summer program, were placed in private secondary schools throughout New England. Middlebury has received students from the ABC program. Currently, ABC is able to fund such summer programs and any Middlebury program would be contingent on the continuing ability of ABC to supply funds. Because of the lack of dining space on Campus and a staff person, it is not feasible to consider participation in the ABC program before 1970.

(2) ABC Winter Program: In the course of expansion of the ABC program, the amount of money available for scholarship funds in the private secondary schools has been exhausted. If ABC is to continue to grow, new outlets were needed for placing students in quality high school environments after the summer experience at Dartmouth. In the last year, several local communities, Andover, Massachusetts; Lebanon, New Hampshire; and others have established relations with the local public high schools so that an ABC house could be set up in the towns and ten young people could have the advantage of a good high school education. The students live in the house under special supervision, and Dartmouth has supplied volunteer live-in tutors. This program seems to the Committee to have much merit, and it hopes that the township of Middlebury will consider undertaking such a project. For the College's part, we feel that the availability of tutorial assistance from the student body and such assistance as the College might be able to give in housing and specialized personnel makes this a very attractive prospect. Again, any undertaking supposes adequate financial support from ABC.

(3) The Vermont Consortium: In Appendix B there is a detailed description of a proposal which is being made jointly by the Middlebury Committee and a similar committee at the University of Vermont to the Vermont Higher Education Council, a body representing all the higher educational institutions in the state. In

brief, the proposal calls for the establishment of a post-high school academy in Vermont. It would be aimed at those students who would otherwise not continue with college education. Although the black problem currently occupies so much attention, the Committee is well aware of the considerable problem of rural poverty in Vermont and of the low rate of college matriculation among Vermont twelfth graders. It is our hope that if such an academy could be established, it would comprise approximately 60% Vermonters and 40% out-of-state students. The Vermont colleges would be official sponsors of such an academy, and representatives of the various colleges would serve as a Board of Directors along with representatives from the State Board of Education. The colleges of Vermont constitute a broad spectrum, from Vermont Technical College to liberal arts institutions like Bennington and Middlebury, to the University of Vermont. These colleges would agree to accept anyone who completes the program of the post-high school academy and is recommended to them for admission. They would also agree to a flexible transfer policy so that students could shift as necessary or desirable. It is hoped that such a project on a state-wide basis will be attractive to state, federal and foundation support.

(4) Y.O.U. Program: We strongly recommend that the College continue to support the Y.O.U. program by means of a matching grant for the summer of 1969 of \$4,500. It is really quite easy to recommend allocating funds for a project which has generated such enthusiasm and deep commitment from students, but this recommendation does not stem merely from an impulse to "help the kids out" on a worthy cause. Middlebury is itself in continual struggle for funds. A few thousand dollars doesn't seem to matter, but it may be the price of a tour by the College choir, or a needed piece of scientific equipment. If Y.O.U. is simply a worthy cause, so is Biafra Relief, the Red Cross, and a host of other charitable organizations to which the College does not contribute directly. Why give to Y.O.U.? In the Committee's judgment the overriding reason is educational in the deepest sense in which Middlebury College is engaged in education. This is a day in which much talk is heard about student power and student responsibility, but the results are often insubstantial when compared to the vivacity of the rhetoric. The Y.O.U. program is real student power. This is a program conceived by students, organized by students, suffered through by students. Y.O.U. is almost the

archetype of what students can do when they turn their energies and intelligence to the task. After all the frustrations of unrealized course surveys, parietal hour wrangles and the instabilities of student government, Y.O.U. is a fully realized accomplishment. We feel that the sense of direction for student morale that the Y.O.U. program has given this campus is worth every cent of the investment of the College.

D. Afterthoughts: Issuing a mimeographed report in a day when "revolution" has become an easy after-dinner word and the muttering obscenities of hatred are heard in the alleyways outside, may appear to be another empty gesture of good will to a world which will have none of it. At the end of our six months of study, we come away with no great sense of accomplishment, no exhilaration, but some frustration and a bitter sense of the intractable nature of the problems we face in common. Recommendations must constantly be surrounded with "ifs," and even if all our suggestions were to prosper, the wounds cut deep and will not quickly heal. What Middlebury can do is small in a national effort - one could easily turn aside and regard it as at best a token, at worst, a sham. The problems of race and poverty are so immense in this country that one can easily comprehend those who dream of a revolution which will cleanse in one great convulsion. "Sufficient unto the day is the evil thereof," and it is in this spirit that we have addressed ourselves to the problem. There are things that we can do, and do now, and do well, and it is not our part to dwell on cataclysmic visions that will right the world at single stroke.

Finally, Middlebury's greatest contribution to the crisis of race and poverty must be the white and relatively affluent students who comprise and probably will comprise the bulk of our student population for many years. What these young people do today in College, tomorrow in their careers and what the College does to them in shaping their values and experience in these areas will constitute Middlebury's most important role in the nation's service. There can be no solution to "the black problem" without solving the much greater "white problem:" It is in the area of the "white problem," however, that the Committee has the least power to effect results. Y.O.U. needs student volunteers, the ghetto needs medical and legal talent, the nation needs informed and enlightened citizens - the Committee can commend these goals for students but not command them. Individual students and the various campus organizations from sororities to student government can, by taking thought and effort, accomplish many things that the institution can never do.

Many students complain of aimlessness in life, the lack of sure values and wander off in search of purpose through drugs, fantasy or the indulgent rhetoric of violence. Surely it takes no sophisticated ethic to justify utilizing courage, persistence and intelligence for the eradication of poverty and racism - a human task is there to be accomplished.

## APPENDIX A

### Statement of Black Students

Spring, 1968

Middlebury College is a small academic community, isolated from the problems of racial unrest. We are far removed from the urban ghetto, discrimination, covert racism, segregation - the blood, fire, and tears of the riots in our cities. We are far removed from the realities of the crises now facing this nation. Ours is a utopian society. This segregation of Middlebury from the actual state of affairs has fostered an ignorance no educational institution should condone.

If the College does indeed stand for honesty, integrity, and open-mindedness, then it has a vital role to fulfill: it has an obligation to establish programs that will encourage free and honest communication so that we may better understand and be better prepared upon leaving here to assume our responsibilities in society.

The black students here have drawn up a series of recommendations which we wish to have submitted to the President via the Special Committee. These recommendations could become established programs here which would help encourage an understanding and an awareness of the problems with which we are confronted.

- (1) The admissions policy should be directed in such a manner as to create an opportunity for more black students to attend Middlebury. This could be achieved by setting up communication with predominately black secondary schools throughout the nation, informing these schools of Middlebury's existence and its interest in procuring black students. The Admissions Director could also make known scholarships from Middlebury and those outside of Middlebury that are available for these potential students.
- (2) A recruitment program could be established and run by students here with an Admissions Director as Supervisor. The idea would be for Middlebury students to visit urban areas and approach high school guidance counselors asking to talk to students who might be interested in Middlebury College. This would entail going into the ghettos and helping minority groups become aware of the educational opportunity we could afford them.



- (3) We feel that a summer remedial program could be established. This would be for potential students who have been accepted here but who do not have the solid academic foundation many students here get from private secondary schools. This program could familiarize these prospective students with note taking, and other study skills, reading comprehension and English composition. The program would affect the ghettoized student who has the potential and the will to matriculate here, but who might need additional tutoring. By establishing this program, we would not deny him the opportunity for education he had fought hard to attain.
- (4) The student exchange should be reinstituted. We feel that it should not be limited to only one school or that these schools should all be in the South. We could establish an exchange with a predominantly Black school in the North as well as in the South.
- (5) A faculty exchange should be instituted as well. This would create an opportunity for faculty who might not want to leave their respective institutions permanently, a chance to do so on a temporary basis. This would allow a black member of the faculty at a black institution to come here, teach courses and exchange views with the students and the faculty. It would also allow a Middlebury professor the chance to immerse himself in a black community, increasing his own awareness and benefitting this college as well.
- (6) There is no reason why Middlebury College should not have black representation in the faculty. This would facilitate having a member of the black community communicating on a permanent basis here with the College. The presence of black professors would be tremendous in increasing black awareness.
- (7) There are many positions on the Administrative level - it would be beneficial to the college if a qualified black administrator were sought when an opening existed. One might argue that we must be color blind in matters such as this, but it is impossible until we have some men of color to be color blind toward.

- (8) We feel that a wider spectrum of American society should be represented on the Board of Trustees. These men are self-elected, and if they uphold the ideals of the College, they should create a more diverse representation.
- (9) A cultural enlightenment program to bring about an awareness of Black should exist. The Concert Series, Celebrity Series and Film Series are excellent avenues in which this could be achieved. Why not invite gospel singers from Harlem or Roxbury to give a concert of Black religious music? Why not have a black scholar come and talk on some academic topic? Films about the problems of the black city dweller would enhance general understanding here.
- (10) We hope to institute course changes so that every course here may make known the contributions of black scholars and artists have made in the various disciplines. We emphasize especially English, Drama, Religion, Literature, Music and History. When one leaves college he should realize that black Americans are represented in our culture by more than the "Little Black Sambo" image. Behind black America is a vast history, culture and heritage that should be taught to all as an integral part of our past.

These are the ten goals we feel ready to pursue immediately. This is by no means the end, but only a beginning.

APPENDIX B  
POST-HIGH SCHOOL ACADEMY - A PROPOSAL

Aim of the Proposal: To establish a Post-High School Academy sponsored by the Vermont Colleges to serve as a transition between high school and college.

Despite the ever-increasing numbers of persons entering college each year, a careful survey of the nature of this entering group indicates that many qualified individuals do not continue their education because of inadequate preparation or economic circumstance. The great rise in college admissions has come largely among the upper third of the population in terms of income, and only a modest rise has occurred in the lower income groups. The pressing problem of black people in the nation has brought this disparity to the public attention, but it is our feeling that the problem exists as much for the rural poor as for the urban minority groups.

The Report of the Advisory Committee on Higher Education to the Secretary of Health, Education and Welfare of July 1, 1968, indicates that, "One of the significant implications of the central role of higher education has to do with social equalization. As knowledge has become more important in our society, education has become the chief determinant of a person's social position. In view of this, equality of educational opportunity is essential if we are ever to achieve social equality. To be realistic, we are a very long way from achieving equality of opportunity for post-secondary education in this country. Students from families in the lowest quartile of family income constituted last year only 4.5% of all college students. Non-whites made up an estimated 6% of all college students in 1966, although they constituted 12% of the population. The plight of those in the poverty sector of the economy and of most members of racial minorities will undoubtedly continue to deteriorate unless each qualified person is given substantially the same opportunity to obtain a higher education."

In 1959 a study by the National Association of State Universities and Land-Grant Colleges found Vermont to be last among the states in the percent of high school graduates enrolling in institutions of higher education: National Average 49.2%, Vermont 34.4%. It was also interesting that the same study shows Vermont to be last (as of 1959) in the percent of its high school graduates who attend college in their home state: National Average 39.9%, Vermont 22.3% (This should not be confused with the fact that of those who did go to college, approximately 60% attended institutions in Vermont.).

This proposal is intended to offer a "second chance" to those young people who are not college bound but have the potential to benefit from further education. The establishment of a post-high school academy to offer a transition year of special college preparatory studies is one method of attacking this problem. Not only could such an academy serve the interests of the nation and the State of Vermont, but would serve the particular interest of the Vermont College by providing them with a pool of applicants from economic and social areas outside their normal admissions pool.

The objectives of the Post-High School Academy are as follows:

- 1) To identify and prepare potential college students who, because of a lack of economic resources, "late blooming" characteristics, inappropriate academic preparation, environmental deficiencies or a combination of all these factors, have not, either as a result of self-denial or because of societal disadvantages, pursued a program in higher education.

The participants in the program would be high school graduates plus a select group of high school dropouts.<sup>1</sup>

- 2) Provide an admissions resource pool of the disadvantaged population which Vermont Colleges, public and private, might draw upon without substantially altering present academic standards and commitment.
- 3) Serve as an educational vehicle to increase understanding of and about the problems of minority and ethnic populations concurrent with the concerns of urban and rural economic deprivation as it may affect these populations.
- 4) Provide relevant educational experiences for students and staff in the operational phase of the program; e.g., practice teachers, social work interns, remedial reading interns, and so forth.
- 5) Provide a basis upon which the institutions of higher education in the state collectively could attack a state and national concern as well as serve their own best educational interests.

#### TENTATIVE DESCRIPTION OF THE PROGRAM

Participants - Students for the Post-High School Academy would be chosen from an applicant group consisting of high school dropouts or those who have completed a high school degree but who for one reason or another are either not planning to attend any post-high school institution or who are unqualified because of level of achievement to matriculate at an appropriate institution. In order to accommodate the broadest spectrum of applicants and for the internal enrichment of the program, the age range would be set

<sup>1</sup> The 1964 "Report of Task Force to Study School Dropouts in Vermont" reports that "about 50% of all the dropouts are average or above average in intellectual ability."

broadly at 17 to 27. The hope would be that a significant number of veterans or persons who had entered the labor market might be eligible to participate in the program. The aim would be to service Vermonters primarily but with a significant block of out-of-state students. The group would be co-educational in an appropriately determined ratio and would hopefully include a number of married persons. Recruitment of out-of-state students could be set up through a number of existing agencies, e.g., ASPIRA, ABC, Sponsors for Educational Opportunity.

Recruitment - We propose that the academy have a member of its permanent staff working on recruitment and admissions procedures. Recruitment of out-of-state disadvantaged students could be coordinated with existing agencies such as ASPIRA, Sponsors for Educational Opportunity, ABC and so on. Recruitment of instate students would be coordinated with high school guidance counselors. Industry and veterans organizations could play an important role in identifying potential students and in providing financial support. Selection from the applicant group would be on the basis of recommendation from high school personnel, on the basis of such tests as may be appropriate (Hopefully, tests could be devised on the basis of the experience of the Academy which would prove useful in identifying those who would benefit from the program.). Given the broad range of potential institutions in which students might be placed subsequent to their work at the Academy, we foresee a broad and flexible admissions picture.

#### NATURE OF THE ACADEMIC PROGRAM

Remedial and College Preparatory on a broad range. The program would keep in mind the diversity of possible opportunities available through the various Vermont Colleges. By testing, interview, and classroom experience, students would be guided toward subject areas appropriate to their talent and skills. We envisage the normal program to consist of one academic year (9 months), but with flexibility either for shorter or longer work as necessary. For those who do not have a high school diploma, the Academy will not serve as a certification agency. Colleges would commit themselves, however, to admit recommended students without the formal certification of the high school diploma.

#### STRUCTURE OF THE ACADEMY

##### Number of Students -

100-150 (At the initial stage.  
Growth predicated on the experience  
of the program.)

##### Mix -

60 In-state; 40 Out-of-State  
(In all probability a large portion  
of the out-of-state participants  
will be from minority groups.)

Place -

Three possible locations:

- The Bread Loaf Campus of Middlebury College
- The Job Corps Camp: Ripton, Vt.
- The University of Vermont Ski Lodge: Jeffersonville, Vt.

(It is our feeling that the facility should be reasonably accessible to a sizeable higher education facility (Middlebury College or the University of Vermont), so that volunteer aides can be secured and certain teacher education programs coordinated with the facility. The three suggested locations might be available and could be adapted to the use of a post-high school program without impossibly large capital outlay.)

Staff and suggested salary scale -

Director: \$11,000 - \$14,000  
Faculty (7) \$ 6,000 - \$ 9,000  
(Heavy concentration in English and Remedial Reading, Mathematics, Science and possibly English as a foreign language.)

Tutors (20) Live-in personnel recruited from various Vermont colleges. Room and board plus \$500 - \$1,000.

Clinical Psychologist	\$14,000-\$16,000
Guidance & Educational Psychologist	\$10,000
Admissions & Financial Aid Officer	\$10,000

Secretarial Staff and Maintenance Staff

Budget for Special Consultants:  
Psychiatrists, Medical, Dental,  
Educational Consultants

Capital Outlay -

Depends considerably on the facilities actually made available. The Ripton Job Corps Center is probably the most fully equipped and would require least building cost. Capital outlay for educational equipment (books, motion picture facilities, TV, computer) would be substantial. Usual clerical equipment (typewriters, mimeograph, and so forth) must be considered.

Costs:

Overall costs have tentatively gauged to the cost per student. The estimate is \$3,000 to \$5,000 per student. The cost estimate for the Dartmouth ABC operation in Hanover is \$3,000, but it probably is too low for this kind of program.

Funding:

Our initial suggestion is that tuition be charged either at the actual per student cost or some reasonable proportion thereof. Since it is expected that the majority will be unable to meet costs, a generous financial aid program would be required. On the other hand, if the program can recruit any number from industry or returning service men, funds could be forthcoming either from industry or the Federal Government for the individual.

State funds:

Might be attracted by the opportunity to assist in-state students to continue their education. There is considerable evidence to show that too low a proportion of Vermont high school students continue into further education.

Federal funds:

Might be attracted for the out-of-state, minority group population and for specific capital outlays.

Foundation funds:

For capital outlay and the minority groups, as well as assistance in college education after completing the academic program.

College support:

College work-study money could be used to defray the cost of the tutors, and it is hoped that some personnel would be able to volunteer assistance for various educational and administrative purposes.

NATURE OF COLLEGE PARTICIPATION

All members of the Vermont Higher Education Council would join in sponsoring the program in a formal consortium. The Board of Directors of the Academy would consist of one representative from the institutions represented on the Council plus appropriate representation from the State Department of Education.

The colleges in Vermont would agree to accept at an appropriate level students who have completed the program at the Academy and who are recommended by the guidance personnel for the program of the particular college. It is our hope that the very diverse nature of the Vermont colleges will be a considerable asset to placement from the Academy. The colleges will also pledge to provide 50% of the financial aid necessary for the individual to continue his education. The amount of aid needed shall be calculated by the normal methods utilized by the college. The additional 50% will come from an appropriate combination of Federal, State and private funding. In particular, it is hoped that industries and businesses recommending individuals to the program will assist in meeting costs.

The Vermont colleges would agree in sponsoring this program to a flexible program of transfer to be coordinated with the guidance personnel of the Academy so that a student whose interests or abilities are mismatched at a particular institution may transfer with a minimum of difficulty and without loss of financial assistance.

It is obvious to the authors that this proposal is very broad in outline and lacks specific mechanics and details. To accommodate this need, we recommend that the Vermont Higher Education Council establish a committee to pursue the development of such a program, providing the details of mechanics and budget. If such a proposal were accepted by the Vermont Higher Education Council, the University of Vermont would provide during the second semester a graduate student personnel intern to assist the committee in the collection of detailed information that would be necessary to implement this program.

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## APPENDIX C

### Y.O.U. PROSPECTUS FOR SUMMER 1969

#### ENROLLEES

The twenty-five boys will be an inter-racial group of eleven year olds from the Hill section of New Haven. As many of last year's boys as would like to return will be invited back since it is hoped that the program will be a two-year experience for each boy.

Requirements for entrance will be similar to those of last year: no extremely emotionally disturbed or handicapped children. This will create a heterogeneous group corresponding to the normal school situation of the boys. Because the program will have a strong academic emphasis, selection of enrollees will also be based on their need and desire to take advantage of the academics.

The boys will be housed in a fraternity house with five counselors and the professional head of the Family Area of the project. The remainder of the Middlebury personnel will live in another fraternity house nearby.

#### PROGRAM

The program will last for six weeks. There will be a far greater emphasis on the academic aspects than there was in 1968, primarily on reading skills and their application. With the help of Mr. Richard McCauley, Special Projects Director of the Prince Street School in New Haven and consultant in many areas of urban education, Y.O.U. is now drawing up the details of the Program.

The Program will be divided into four areas, three of which will be completely staffed by Middlebury personnel. A Program Director, directly responsible to the Y.O.U. administrator, will supervise the summer operations, coordinate all activities and plans of each area group, and help train all personnel.

The Areas are divided as much by time as by specific area of concern as there is considerable overlap in function. For example, the Academic Area personnel will work primarily in the mornings on reading skills and their application while the Family Area staff will work chiefly in the evenings on related applications of the same skills.

Academic - This is the Area which will receive the greatest emphasis. It will consist of three areas: reading skills, individual tutorials, and group and individual application. Because

the greatest weakness of the inner-city child when he is confronted with a school situation seems to be his inability to read up to his level, and because reading is fundamental to success in school, classes with six to eight boys will be held each week day morning to teach basic reading skills.

The six Middlebury personnel in this Area will supplement these classes with individual work in the particular weak areas of each boy's reading skills. The remainder of the academic program will be closely connected and coordinated with the rest of the program, particularly with the activities of the Group Area staff. With the purpose of stimulating interest and proficiency in reading, many group and individual activities will be planned. For example, each boy could have a project for the summer, a scrapbook. He will take pictures of things he sees that interest him, develop and print them, read about them, write captions for each picture, type these captions, etc. Each boy will have a tangible goal, then, which encompasses many related skill areas such as manual dexterity, reading, grammar, composition. Again, coordinated with the other areas, the Academic Area staff will plan classes in creative dramatics, science, music, art, and arts and crafts.

Group - Group Area activities will take place primarily in the afternoons. They are designed to help the boys learn to work together and express themselves in a group of their peers. The five staff members will plan and conduct field trips to local areas of interest, such as a lumber mill, a dairy plant, a factory and an airport. They will also be responsible for conducting some of the classes in art, science, music, crafts, drama, and for certain parts of the scrapbook project.

Physical - The Physical Area of the Program will emphasize specific motor skills such as eye-hand coordination and manual dexterity, as well as group activities in swimming, gymnastics, baseball and basketball. The five staff members of this area will be responsible for the boys at specific times each day, and it will be their task to develop a coherent program of individual and group activities which will enhance the boys' confidence and skills.

Family - Because discipline proved to be the largest single problem in the program last summer, Y.O.U. has decided to establish this Family Area staffed by four Middlebury personnel and supervised by a trained specialist from New Haven who will act in the capacity of a "Dean of Boys."

After gaining as much knowledge as possible concerning the emotional and psychological makeup of eleven year old, inner-city boys, the staff will concern itself with the problems created by the specific environment from which these boys come and methods of dealing with both these sets of conditions. The staff will coordinate the efforts of the other area personnel when they are confronted with disciplinary problems and behavior adjustments. They

will also have primary responsibility for developing and carrying out most evening programs, three of which will be discussion of the news on early evening television, discussion of movies shown to the group, and guidance in certain parts of the scrapbook project.

### SERVICES

The staff and boys will both have specific responsibilities in the areas of grounds-keeping, cleaning the fraternity houses and washing dishes.

A professional cook will order food and plan and prepare the meals. If one cannot be committed for the summer, students will perform the tasks.

### PREPARATION

Beginning in February all Middlebury staff personnel will be screened and trained by Mr. Richard McCauley through weekend workshops both in New Haven and at Middlebury. Each week the workshops will concentrate on specific aspects of the program and the heads of each area will all participate. When the area under study directly concerns an Area group, all personnel working in that Area will join in the workshops. Mr. McCauley will call in other competent professionals when he feels they will benefit the group.

The workshops will culminate in a ten-day work session at Middlebury in June when all details of the Program will be coordinated and finalized.

### BUDGET

The budget has not yet been completed primarily because not all sources of free supplies and facilities have been researched (e.g., food, linen service, fraternity housing, admission fees, transportation). Also, since Y.O.U. has made it a policy to pay a certain number of the student personnel who would not otherwise be able to participate, final budget figures await completion of personnel recruitment in late January. In any case, the very tentative budget stands at approximately \$15,000, \$3,500 of which is in the Y.O.U. account at present. The rest will be secured from private donations both from within the college community and from outside private organizations.

## ORGANIZATIONAL STRUCTURE

The Governing Board is the overall policy-making body for Y.O.U. The Board determines major policy guidelines and is responsible for the hiring and firing of personnel. It consists of eleven members - the Dean of the College, a College administration member, two faculty members appointed by the President, the Y.O.U. Administrator, the Student Coordinator, two students elected by the Y.O.U. student members from among those students who worked in the project the preceding summer, two students elected in the same manner from among those students who have not participated in the summer program, and a resident of the town of Middlebury who is not affiliated with the College.

The Y.O.U. Administrator has year-round responsibility for the operation of the entire Y.O.U. Program, subject to the decisions of the Governing Board to which he is directly responsible. He is a member of the faculty or staff of Middlebury College and has primary responsibility for public relations.

The Student Coordinator is elected by the student members of Y.O.U. and is responsible for the coordination of the efforts of all student members. He is directly responsible to the Administrator.

The Program Director is a professional from New Haven, highly experienced in the area of urban education. He has responsibility for planning and carrying out the summer program, preparation of all personnel, coordination of all areas of the project, and supervising the summer operations. He does not necessarily reside in Middlebury for the duration of the summer.